Preparedness of Student-Teacher on the New Normal Practice-Teaching: a Sequential-Explanatory Analysis

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Abstract: If teacher neglects to prepare, means preparing a directionless instruction. Considering the academic shift, the preparation of student-teachers must give attention before going through the field. Thus, this study explored the preparedness of student-teachers in terms of technology inclination, pedagogical experiences and practices, financial capability, and emotional and social interaction. The study conducted sequential explanatory approach and twenty-nine (29) student-teachers from extension campus of a State University were chosen using purposive sampling. A content validated and pilot-tested questionnaire including portfolio assessment were administered. After data were statistically treated and responses were transcribed, results revealed that student-teachers are "prepared" in four(4) aspects. With the University's aim of producing much prepared next generation educators, the study recommended student-teachers to have profound technological skills, trainings for pedagogical streamlines, personal and professional growth development plan, and sustainable financial literacy must be conducted.

Keywords—Student-Teachers, New Normal, Practice Teaching, Technology Inclination, Pedagogical Experiences and Practices, Financial Capability, Emotional and Social Interaction

1. INTRODUCTION

If teacher neglects to prepare, means preparing a directionless instruction. Thus, preparation to meet the objectives of the teacher determines the success of the session's lecture. Teachers are one of the most important members of our society. They assist and guide children to have a significant purpose in life, molded them to achieve success as productive citizens of our world, and most of all, inspire them to do well and succeed in life. Today's young generation are the leaders of tomorrow, and teachers are the key instrument to build a child for their better future "(Uopeople.edu p.1 n.d). Indeed, teachers are the ones who providing knowledge, discipline, and shaping the ability of students but becoming a teacher at the beginning from his/her journey in practice teaching they should be trained and had enough knowledge and skills to be good and effective teachers.

The Covid-19 pandemic has disrupted the education sector globally. Classes have been suspended to enforce social distancing and educational institutions, from schools to universities, have shifted to online methods of teaching and evaluation (Indiat2021). But how prepared and trained are the teachers today especially the graduating teachers on doing a virtual internship at Don Honorio Ventura State University when they are in the midst of the modern approach of teaching to continuous education through "Online Learning "caused by the contagious disease named Covid-19. Due to the outbreak of the pandemic, Traditional in-person internships are no longer a viable option for most students, since the introduction of lockdown. As a result, virtual internships are growing in popularity as a great alternative since the start of the coronavirus pandemic. (Chloe Lane, June 5, 2021) Online learning is a form of learning that takes place via the internet. To be effective in Online learning graduating teachers must demonstrate a range of performance skills and critical thinking associated with information, media, and technology. (Blended Learning: The New Normal, 2020). Due to the availability of online learning, it allows students to study at home and access educational materials online. Through it, students can review and study early as well as track their learning progress, collaborate with their classmates, and connect with their teachers anytime and anywhere (Blended Learning: New normal, 2020). This is one of the things that internships can prepare because they need to have a broad mindset and teaching strategy to be relevant and effective to the learners even if it takes place online. The researchers believe that this study can surely give information or benefit to other students, teachers, and other schools about different approaches, methods, styles, or pedagogy of teaching, especially to the graduating students.

Many changes have taken place due to the pandemic especially in the field of Education from methods and strategies for teaching students, obtaining information, and the readiness of graduating teachers are becoming difficult. Moreover, this study will also find out what the impact of virtual teaching can be on technology inclination, pedagogical experiences and practices, financial, and emotional and social interactions. There are many problems that graduating teachers are going through today that might have a negative impact on their preparation as teachers so this study wants to know if this situation may serve as a lesson and guide for other students.

Parents should also encouraged to support virtual learning by procuring devices like laptops, mobile phones to

attend their child to school. One thing is for sure, we know that adjusting to change can be a difficult one. Planned or unplanned, slowly or suddenly, change is inevitable and very much part of being human. (Ermilita Contain). An example of that change is the "New Normal" that has plagued us. The" new normal" is a term being thrown around a lot today. Many of the things that experts are saying this is going to be different, this already on the way to becoming the future normal. The COVID-19 issue leaves us questioning how the graduating students prepare their internship on the new normal setup. Graduating students, it's a huge challenge for them during of pandemic. Traditional in-person internships are no longer available options for most students.

Twenty first (21ˢᵗ) century education has identified four 'Skills for Today' that teachers need to develop in children in aspects of Creativity, Critical thinking, Communication, and Collaboration. (Maxine Driscoll). But how can this be achieved if graduating teachers now are in the drastic change they are embarking on a "virtual internship" due to the contagious disease covid-19. However, the virtual internship of graduating students is necessary to become full-pledged teachers and be able to achieve the desired goal of education for children. Many changes have taken place because of the pandemic among graduating teachers and one of the questions they ask themselves is "am I ready?" Am I skilled and knowledgeable enough to teach"?

DHVSU Sto. Tomas Campus is one of the schools that is doing virtual approaches through technology, the students are able to attend school, with the use of new platform, the former face to face student training is different from today because of the pandemic.

The purpose of this study was to determine the preparedness of the graduating teachers of DHVSU satellite campus on their virtual internship. The results of this study from the experiences of 4ᵗʰ-year student teachers will serve as motivation and guide to future graduate teachers. According to Julius Caesar, Experience is the best teacher of all things cannot avoid "change" such as a pandemic but, we can shape our personality and be productive in our chosen course.

Generally, this study would like to explore the students-teachers of DHVSU Sto. Tomas Campus, whether they are proficient in using modern digital teaching tools. This study wants to determine the experiences and preparations of graduating teachers of DHVSU Sto. Tomas campus to know the barriers that may have been and might be improved in virtual teaching based on their experiences. In this study, students-teachers especially those who plan to take teaching as a profession, will determine what actions should be taken in Virtual Teaching.This template, modified in MS Word 2007 and saved as a "Word 97-2003 Document" for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3)

conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

2. METHODOLOGY

To achieve the purpose of this study, the researchers will use the sequential - explanatory mixed-method design to measure the preparedness of BEED graduating students for virtual internship in DHVSU Sto.Tomas and validate results through qualitative data from the structured written interview and portfolio assessment. The mixed-methods sequential explanatory design contains two distinct phases: quantitative followed by qualitative. The qualitative data are gathered and analyzed second in the sequence and help interpret, or elaborate on, the quantitative results collected in the first phase (Creswell et al.).

A mixed-method study specifically sequential explanatory is use by the researchers since they will give a survey questionnaire to gather data from the respondents. The researchers made questionnaires to be answered by the respondents who are the Graduating BEED students of DHVSU Sto. Tomas, Campus. The instrument will be administered to Google forms and the portfolio of the students-Teachers that will be use are came from the Student Internship Program in The Philippines (SIPP) coordinator of the University.

Respondents

The researchers selected 4th year college students as respondents specifically BEED students. The total number of respondents in the group is 29, and they were chosen using a process known as Purposive Sampling. Because these students were among those afflicted by the epidemic, they were unable to participate in a face-to-face internship; however, they have been provided a good chance because their practice teaching will continue online. One unexpected was that they would not be able to teach elementary students because face-to-face interaction was prohibited. However, college students, on the other hand, acted as their students. The entire population of the 4ᵗʰ Year BEED student was chosen as respondents using the Purposive Sampling.

Research Instrument

A content validated (from the SIPP coordinator, registered psychometrician and a language expert) survey questionnaire was used as the main instrument to gather considerable information to the respondents. The questionnaires are composed of questions containing how prepared the student-teachers in the New Normal set-up. The researchers requested student-teachers from Director of Mexico Campus Vicky Pineda-Vital, Ph. D. to provide

responses to the questionnaire items for the purpose of pilot testing in determining its strength in reliability.

For quantitative part, the questionnaire contains four factors that measure the level of preparedness of student-teachers in terms of Technology inclination (α=0.938), Pedagogical Experience and Practices (α=0.877), financial capability (α=0.956) and, emotional and social interactions(α=0.932). There are 24 items under technology inclination, 20 items for pedagogical, 20 items for financial and 19 items for emotional and social interaction. The whole instrument has considerably excellent reliability coefficient of α=0.932.

For the second part of the questionnaire, are qualitative items where researcher prepared eight (8) validated open-ended questions to support and deepen the initial result in the part 1 of the questionnaire. The Portfolio of the student-teachers were also utilized to substantiate the claim containing the preparation to their online practice-teaching.

The investigators ask permission from the coordinating teacher to request the student-teachers Portfolios for validation and support details to the information obtained. The researchers only collected the first few episodes because that section mainly concerned the preparation of student-teachers for their practice teaching, which is the primary concern of the study. Privacy of the respondents who were involved in the study was protected.

The researchers had the questionnaire validated by the Guidance Coordinator Jervis Gail M. Gonzales, MAGC (cand.) and Ma'am Maria Carmela R Bartolome, LPT (SIPP coordinator), Linguist expert Crisanto Y. Yco before it was tested to student-teachers included in the study. After the data were gathered, data were treated using Statistical Packages for Social Sciences (SPSS).

Statistical Treatment

The data gathered from students-teachers were statistically analyzed in compliance with the data requirements of the study. The researchers utilized the following statistical tools to interpret the data effectively:

Tally. The tally was used to get the frequency of occurrences of the collected data based on the given category.

Frequency. This statistical tool also utilized to determine the number of the participants responded in each category based on the demographic profile of the students-teachers.

Percent. This statistical tool will be use to discover the frequency counts and distribution of demographic profile of the respondents. As explained by Brown (2014), percent is a way to refers the parts of a whole.

Weighted Mean. The mean was used to get the average and the most value of the indicators of the four factors (Technology Inclination, Pedagogical Experiences and Practices, Financial Capability and, Emotional and Social Interactions) to measure the level of preparedness of student-teachers.

Scale. Four (4) point Likert Scale were utilized for the respondents to indicate their own attitude by selecting how much prepared they are in terms of technology Inclination, Pedagogical Experiences and Practices, Financial Capability and, Emotional and Social Interactions. Respondents generally choose from four alternatives (Strongly agree, Agree, Disagree, Strongly disagree).

Verbal Interpretation. The results were interpreted using the scale. Four levels of preparedness were identified namely: (Much Prepared, Prepared, Somewhat Prepared and, Less Prepared)

Range/Score	Level of Preparedness
1.0 - 1.5	Less Prepared
1.51 - 2.5	Somewhat Prepared
2.51 - 3.5	Prepared
3.51 - 4.0	Much Prepared

Less prepared refers to student-teachers' preparation in practice teaching, which ranging from 3.51 to 4.0. Somewhat prepared refers to the preparedness of Student-Teachers who have a mark of 3.51 - 4.0 in their practice teaching. Prepared refers to the preparedness of student-teachers in their online practice teaching, which ranges from 2.51 - 3.5. Much prepared refers to a student-level teachers of preparedness in their practice teaching, which ranges from 3.51 to 4.5.

The respondents on much prepared level are well-equipped when it comes to the the 4 (four) aspect of the level of preparedness in an online practice teaching. On the prepared level, the student-teachers are considered equip to settle in an online practice teaching. This level was associated by Margaret Terry Orr, Margaret E. Barber, (2016) which states that the demand for more and better-prepared educators has motivated a greater program effort build university–district collaborations for higher preparation, particularly in terms of better-quality internships and supportive frameworks. The third level is somewhat prepared, with respondents being slightly prepared in terms of the four (4) elements (Technology Inclination, Pedagogical Experiences and Practices, Financial Capability and, Emotional and Social Interactions). Thus, the participants at the last level are less prepared when it comes to preparation in an online setting in terms of the four aspects of the level of preparedness. Less prepared in areas such as technology inclination, pedagogical and practices, financial capability, and handling emotional and socializing between instructor and student means loss of professionalism. Many distinct aspects of teaching are covered by professionalism. A teacher's dismissal can be swift due to a lack of professionalism. Teachers that are less prepared are ineffective and are frequently late or absent Meador, Derrick (2018).

Ethical Consideration

The main purpose is to identify on how researchers recommend for possible solutions that will help to improve graduating student's performances in their Practice Teaching

in the New Normal set-up. Research questions formed for this research are not intended to collect any personal identifiable information of student-teachers that would threaten and jeopardize their personality. If during the survey the respondents feels that the question will put his/her personality at risk, he/she can decline from answering the question and stop the survey at any time. The information gathered from this research will be used for this research alone and will not be divulged for any other business, company, or group for any purpose without the consent of the respondents. I give my consent to the researcher to collect information from me for the purpose of this research and thereby grant him the authority to use this information to bring this research into completion. I understand that the information gathered for this research will only be used to determine the answers that this research is looking for.

3. **Tables**

Table 2. Descriptions of the Respondents according to their Sex

Gadgets	Frequency	Percent	Rank
Mobile Phones	26	89.7	1
Laptop	17	58.6	2
Desktop	2	6.9	3
Tablet	1	3.4	4

As shown in the Table 2 below, the total number of student-teachers of Don Honorio Ventura State University, Sto. Tomas Campus is twenty-nine (29), wherein nine (9) or (31%) are males and twenty (20) or (69%) are females. This implies that the program is dominated by female future educators.

Table 3. Descriptions of the Respondents according to their Family Income

Monthly Income	Frequency	Percent
Below 1,000	1	3.4
1,001 to 4,000	2	6.9
4,001-8,000	4	13.8
8,001-12,000	10	34.5
12,001 to 16,000	5	17.2
16,001 to 20,000	5	17.2
20,001 and above	2	6.9
Total	**29**	**100**

Table 3 shows distribution of respondents according to their monthly income. Among the twenty nine (29) student-teachers, one (1) has monthly income is below 1,000 pesos that which represents 3.4% with the minimum wage ranging to 37 pesos and below, followed by 2 respondents with their monthly income is 1,000-4,000 pesos with the daily minimum wage ranging from 37-148 pesos that occupies the 6.9% of the sample, four (4)respondents have monthly income of 4,001-8,000 pesos that their minimum wage is ranging to 148-296 pesos and covers 13.8%, ten (10) respondents have monthly income of 8,001-12,000 pesos with a daily minimum wage ranging to 296-370 pesos per day that represent 34.5%, five (5) respondents their monthly income is 12,001-16,000 pesos , while 5 respondents also, their monthly income is 16,001-20,000 means they have 445-740 pesos daily minimum wage and lastly two (2)respondents their monthly income is 20,001 and above have their daily minimum wage ranging 740 pesos and above.

Age	Frequency	Percent
22-23	13	44.8
24-25	14	48.3
26 and above	2	6.9
Total	29	100

This implies that student-teachers in DHVSU Sto. Tomas Campus, they are financially capable when it comes to their monthly income budget to meet the need especially in attending online classes and paying for internet access.

Table 4. Descriptions of the Respondents according to their Age

Table 4 shows the frequency and percent distribution of respondents according to age. Among the 29 student-teachers, thirteen (13) are 22-23 years old representing 44.8%. The other

Sex	Frequency	Percent
Male	9	31.0
Female	20	69.0
Total	**29**	**100**

fourteen (14) respondents are of 24-25 (48.3%). Lastly, there are two (2) respondents whose age is 26 and above corresponding to 6.9% of the group.

Table 5. Descriptions of the Respondents according to Gadgets Use

Table 5 shows the frequency distribution of respondents according to their gadgets use. The common gadget that the respondents are using is the mobile phone consisting of twenty-six (26) or (89.7%). Laptop is the second most use gadget by the respondents recording seventeen (17) or (58.6%). There are also 2 (6.9%) respondents who are using desktop and one (1) or (3.4%) who is using a tablet, respectively. This implies that majority of the respondents are depending their practice teaching using their smart phone.

Table 6: Respondents' Level of Preparedness as regards to Technology Inclination

Indicators	WM	SD	Verbal Interpretation

Item	Mean	SD	Interpretation
1. I know how to fix troubleshoot of gadget when it comes to connecting through the internet.	3.3448	.55265	Prepared
2. I have the knowledge in updating application in my gadget which are useful in my online instruction.	3.5517	.50612	Much Prepared
3. I have enough devices to execute my online teaching instruction.	3.2069	.86103	Prepared
4. Technology helps me to accomplish my work before the deadline.	3.6207	.49380	Much Prepared
5.Using technology motivates me to explore many lessons that I can use for my teaching.	3.4138	.68229	Prepared
6.Technology allows me to collaborate with others easily.	3.5172	.57450	Much Prepared
7. Integrating technology in teaching improves my information management skills.	3.4138	.50123	Prepared
8.I know how to use technology to create document and store important files.	3.4138	.62776	Prepared
9. I know how to use technology to support various student learning styles by using media for auditory and visual learning.	3.2414	.57664	Prepared
10. Teaching online will improve my career or employment prospects.	3.0690	.65088	Prepared
11. I use social media platforms (such as twitter, Facebook and YouTube) to share information about class-related activities which can benefit to my students.	3.3103	.60376	Prepared
12. I use e-Portfolio system to record my achievements for future use about the course studies.	3.2069	.67503	Prepared
13. I frequently use different websites and applications that I'm not familiar with to prepare myself for my online teaching.	3.1724	.75918	Prepared
14. I think virtual internship is effective if learners follow the discussion, cooperate and access the application with ample time.	3.1034	.85960	Prepared
15. My instructor advised me about using online tools to make the discussion effective.	3.4483	.63168	Prepared
16. I have provided accounts like email, Facebook, etc. to connect and communicate for update and concern of learners.	3.5862	.50123	Much Prepared
17. I spend time on studying other digital tools and applications to be effective in my intern.	3.3448	.61388	Prepared
18. I first check the condition of my learners such as internet connection, etc. before conducting an assessment.	3.4483	.50612	Prepared
19. I have knowledge in using virtual classroom such as Google Classroom.	3.6207	.49380	Much Prepared
20. I create an activity with extensive Digital content through blogs, videos, podcasts, e-books, fliers, and other digital art to capture the interest of learners.	3.0690	.84223	Prepared
21. I Have a backup plan such as links to news, article and video clips as a form of assignments that rely on technology so that they become proficient in using.	3.1379	.74278	Prepared
22. I assist students who have difficulty navigating course links or managing material covering various web pages.	3.2069	.55929	Prepared
23. I regularly check all links, resources, modules, and activities because online content can move or change, which can lead to disengagement.	3.2414	.63556	Prepared
24. I have the ability to access and use of free and open-source software for teaching and learning.	3.2069	.61987	Prepared

Total Mean	**3.32 902**	**0.6 279 5**	**Prepared**

As posted on Table 6, it shows the level of preparedness of the respondents according to technology inclination. The mean distribution of values are ranging from 3.07 to 3.62. The lowest mean of 3.07 marked on item 20 *"I create an activity with extensive digital content through blogs, videos, podcasts, e-books, fliers, and other digital art to capture the interest of learners"* implies that student-teachers find it hard time doing tasks using computers applications and software. To validate the claim, most of the student-teachers are having an internet connection problem. The student-teachers responded their dilemma regarding technology and internet connection problem.

[I know how to manipulate the technology when it comes to the phone but in laptop I have a limited information about this.] – ST6

[It may takes time to make a output from computer but when we practice of using it things will do better.] –ST14

The respondents are telling us that most student-teachers know how to use technology but not all can manipulate and know how to use the other application. This only signifies that preparation of the student-teachers should also focus on pieces of training regarding the usage of software and computer applications as material in instruction that needs to be prepared, have sufficient skills and knowledge to fix internet connection problems immediately to make the task effectively connected to the lesson and executed through technology. In addition, asking the student-teacher facilitator is effective to hone the student teacher from their experience especially in doing activities with extensive digital art for those in getting the interest of the children in fact, as suggested by respondent 5,

[E-books, fliers and other instructional materials helps our students to engage in learning. Especially on elementary level, we need to use and make creative instructional materials to catch their attention and listened to us during our discussion.] –ST5

The respondent wanted to indicate how useful the digital tools to them in their school works and to their internship. This implies that student-teachers need to have extensive training and preparation in computer application and software.

Part of the results on Table 6, the highest mean of 3.60 posted on item 4 *"Technology helps me to accomplish my work before the deadline*, and item 19 "*I have knowledge in using virtual classroom such as Google Classroom"*. This signifies that respondents are familiar with the modern classroom and the significance of technology in completing their task. There are some participant statements that describe how digital tools can help them with their practice teaching.

[Technology nowadays has many uses, internet connection helps us to access this application "Google classroom" to do and submit our work easily. By using different Microsoft software, especially since we are future teachers, it helps us a lot to use this kind of software to easily create and submit our portfolios, quizzes, exams, etc.] -ST9

Moreover, Google classroom is one of the first well known applications utilized as an educator technology tool, which has a huge assistance to educators and students like sharing, assessment, and digital collaborations. Because of that, there are millions of instructors and students who utilize Google Classroom in thousands of schools around the world as in thousands of schools around the world as McGinnis (2021) mentioned. This indicate that part of the teaching preparation of student-teachers is encouraging them to develop their skills in digital learning modalities. In general, a total mean recorded is 3.32 with standard deviation of 0.63. This infers that respondent considered themselves as "prepared" in an online teaching set-up. According to several responses, technology effectively assist student-teachers in order to be prepared for their online practice teaching.

[Computer applications are used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and handheld devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills.] -ST1

[For me those digital learning tools are a great help in creating instructional materials. Especially now, because of the pandemic we are limited in finding sources we can use.] -ST8

It emphasized the importance of the technology in doing their task as a student-teachers. As, Sailer, et.al. (2021) argued that all teachers must have technological-related teaching.

Table 7. Respondents' Level of Preparedness as regards to Pedagogical Experiences and Practices

Indicators	WM	SD	Verbal Interpretation
1. It is easy to conduct virtual practice teaching.	2.4828	.737 79	Somewhat Prepared
2. Virtual online teaching practices helps me to be an effective teacher.	2.8276	.759 18	Prepared
3. Instruction in a virtual set-up is preferable than the traditional one.	2.1379	.833 42	Somewhat Prepared
4. The theories I have learned in my previous years in the program are applicable in online practice- teaching.	2.6552	.669 53	Prepared

5. Virtual teaching practices help me to teach well.	2.7241	.70186	Prepared
6. I am confident to complete any task in an online set up.	2.8621	.69303	Prepared
7. I have developed my skills and knowledge to become an effective teacher, especially in virtual teaching.	3.0690	.75266	Prepared
8. I can handle my work in the virtual set up	3.1724	.53911	Prepared
9. Experienced how I enjoy working with teachers like checking of student's classwork, monitoring the class and some school paperwork.	3.2414	.63556	Prepared
10. I am motivated and inspired to be more engage in my teaching with the help of my co-interns and teachers.	3.3448	.66953	Prepared
11. I can operate software app during online teaching..	3.1724	.53911	Prepared
12. Online teaching makes class interesting.	2.6897	.66027	Prepared
13. Virtual internship ensure the effectiveness of my teaching.	2.7241	.75103	Prepared
14. Quality of teaching and learning can be increased through online learning because it integrates various types of media.	2.8621	.78940	Prepared
15. Virtual practice makes the students to become slaves to technology.	2.6897	.76080	Prepared
16. Using online teaching, it easy to organize and distribute the task to students.	3.0000	.65465	Prepared
17. Giving assessment in online class give reliable results.	2.2414	1.02313	Somewhat Prepared
18. It is easy to reach the students	2.4828	.87099	Somewhat Prepared

participation in online class.			
19. It is easy for me to motivate my students in an online class.	2.5172	.82897	Prepared
20. I easily integrate values to my lessons in an online class.	2.8621	.69303	Prepared
Total Mean	**2.78794**	**0.72815**	**Prepared**

As you can see on Table 7, it shows the level of Preparedness as regards to Pedagogical experiences and Practices. The mean distribution of values is ranging from 2.13 to 3.34. The lowest mean of 2.13 marked on item 3, "Instruction in a virtual set-up is preferable than the traditional one." Student-teacher agreed that the traditional approach is preferable.

[Face to face is more engaging than online] -ST4
[I prefer traditional, because in a face-to-face scenario you are able to communicate well with your students and you can easily address their concerns or questions regarding the topic or lesson you are teaching] -ST7
[Face-to-face is better than online, because face to face its very efficient and effective way to teach the learner's, in face to face we can see and we can assess the real acquisition learning competencies of the students by doing their task in actual performance and I think it is very reliable.] -ST16
[Indeed, teaching face to face is preferable than this online set-up. Because with face to face, you can ensure more that the learners are really engaged with the discussion and also, with face-to-face classes, students can express their answers, opinions, or stands to certain ideas or topics discussed.] -ST8

This signifies that they are "prepared" through face to face they can physically interact, socialize and teach comfortably in front of the students. They find out and learned through physical responses. A related study from Delas penas (2020) proclaimed that traditional instruction allows students to speak more freely with their teachers, making it easier to solve study-related issues and questions, students may be better able to absorb the lesson and retain it if they can read the teacher's body language rather than just seeing their faces on screen. In addition, pedagogical devices made available in the classroom can be used as visual aids by the instructor. This signifies that they are "prepared" through face to face they can physically interact, socialize and teach comfortably in front of the students. They find out and learned through physical responses.

On the other hand, the highest mean of 3.34 posted on item 10 "I am motivated and inspired to be more engaged in my teaching with the help of my co-interns and teachers."

It signifies that student-teachers are fully organized with the help of their co-interns and teachers to be more effective on teaching.

[My cooperating teacher always guides me in every step of my teaching practice, he talks a lot about his experiences in life as a teacher and a student before. He always said that as much as possible, especially on lower grades, being a future teacher needs to have a long, long patience with your students…] -ST12

[Cooperating-Teacher will help me to become a reliable and very efficient teacher by doing an activity task and his suggestion will help me know what I need to improve in my skills] -ST16

[Respect to others suggestions is the best way to have a good relationship. I can say in that way my co-internship helped me to be effectively like I am now, because I accepted my own mistake and took it as a lesson learned. My teachers and colleagues give comments and suggestions in terms of the way I teach. They also give me some tips and encourage me to do my best] -ST 13

The result claimed that the student-teachers are prepared when it comes to teaching though with proper guidance with the help of co-interns and cooperating teachers. To associate the result, Kalsoom and Khanam (2017) stated that inquiry-based learning like questioning, clarification and interaction could give positive influence to student-teachers.

In general, a total mean recorded is 2.78 with standard deviation of 0.72. This implies that student-teachers considered themselves as "prepared" in an online teaching set-up when it comes to pedagogical experience and practices. Certain respondents express in their portfolios that they were well-equipped during their college years and with the support of their inspiring instructors.

[Yes we were already trained so much to be good teachers, and for me I am ready to teach and also to touch the life of my future students.] -ST13

[Yes because for the past years of reporting, observation and demonstration I can finally say that I've been improving for the past years and I think that I am prepared to teach] -ST23.

From related study explains that the significant of pedagogy in education such as activities, groupings, art of questioning and feedback during the learning process Biggs and Tang (2011), meaning, pedagogical approaches are very important to be able to meet the needs of every student.

Table 8. *Respondents' Level of Preparedness as regards to Financial Capability*

Indicators	Mean	SD	Verbal Interpretation
1. I am financially prepared in online practice teaching for internet connection.	2.6552	.85673	Prepared
2. I can afford to buy gadgets like laptop, mobile device, computer, PC etc. that I need for my online practice teaching.	2.1379	.69303	Somewhat Prepared
3. I have enough money to pay online charges every month.	2.2414	.73946	Somewhat Prepared
4. I seek financial help to support my study.	3.0345	.62580	Prepared
5. I can pay my internet bills with my allowance.	2.0345	.68048	Somewhat Prepared
6. I can support my fare for my transportation when I need to go to school for a purpose or if necessary.	2.8276	.53911	Prepared
7. I have extra money to use when there is an urgent thing we need to do in school.	2.6207	.62185	Prepared
8. I'm able to provide funds when sudden expenses occur like printing and some materials use in an online class.	2.5517	.63168	Prepared
9. I learn to budget my allowance properly for my studies.	3.1034	.61788	Prepared
10. I balance the way I spend money to sustain my need for data connection.	3.1379	.63943	Prepared
11. I have to work hard to earn money to support my online practice teaching.	3.0345	.82301	Prepared
12. I belong to a family who can support my finance in my online teaching.	2.7241	.59140	Prepared
13. I can easily comply with some requirements	2.5862	.68229	Prepared

because I have enough money to access a good internet connection.			
14. I always choose to attend my online practice teaching because I have allocated money for my mobile data load.	2.8276	.65841	Prepared
15. I experience lending money to others to support my online practice teaching.	2.4828	.87099	Somewhat Prepared
16. I go to the computer shop for my online teaching and stay for how many hours and pay for it.	1.7931	.86103	Somewhat Prepared
17. I can afford my online class expenses.	2.3793	.67685	Somewhat Prepared
18. I can urgently lend money for my studies if needed.	2.7241	.64899	Prepared
19. I easily find ways of looking for allowances that will help me to support my study.	2.7586	.57664	Prepared
20. I pay my neighbour or friends in exchange to lend me some gadgets like mobile devices, laptops, computers etc. and give me access to their Internet connection.	2.1034	.77205	Somewhat Prepared
Total Mean	**2.58793**	**0.69036**	**Prepared**

Posted on Table 8, illustrates the level of preparedness of the respondents according to financial capability. The mean distribution of values is ranging from 1.79 to 3.14. The lowest mean of 1.79 noted on item 16 "I go to the computer shop often to stay hours and pay for it" denotes that the student-teachers are not going to the computer shop and pay for rent to support their online practice teaching. According to several participants, conducting online practice teaching in a computer shop is not recommended for a variety of reasons.

[I personally do not go/use computer rentals/shops but my stand about it is it is not advisable to conduct teaching because the environment is not conducive for learning. I mean, the environment may be too noisy and distracting. But I am amazed by those who turn to using it because of their lack of resources. Because they did not let their shortcomings affect their studies/teaching.] - ST8

[For me, no because you can't focus on your class when you are in a computer shop. There might be some players or customers who are making loud noises inside the shop. So, for me, it is not advisable.] - ST7

In fact, it reveals in this study that lack of basic amenities, external distraction, and family interruption during teaching and completing assessments were key concerns highlighted in home environment settings. Barriers to institutional support, such as funding for sophisticated technology purchases (Amit Joshi et al, 2020). Because this is an online class, creating a suitable setting for online teaching is tough due to the numerous potential distractions. The same for other students who rent computers from a computer shop to attend online classes. Even yet, it's a good thing that the majority of Students-Teachers conduct their online practice teaching from their own homes.

Part of the result on Table 8, the highest mean of 3.14 posted on item 10 "I have to work hard to earn money to support my online practice teaching." This conveys that respondent need work to earn money to support their expenses for online practice teaching to be prepared financially. Several respondents stated that due to a lack of financial resources, they seem unable to conduct online practice teaching.

[Money is the number one factor that supports us during the online class. For us to be able to comply with this situation we have to work extra hard for money]" - ST4

[Sometimes it is hard when the bills/payments arrive. In my case, I am the only one who provides our needs in my family. Because we don't have both our parents. My sister is the only one living in our house. That's why I need to really work hard to sustain our daily needs]-ST12

According to a study of (Alvarez, 2020), explains that inadequate to no internet connectivity, budgetary constraints, technological inadequacies, and affective or emotional support are all factors. Surprisingly, studies revealed that studying remotely during these trying times is difficult because, in addition to access and affordability issues, concerns about financial security and affective support contributed to interrupted learning. One of the factors that can affect online learning is the capacity of students financially. The money they need for internet access or mobile data load, purchasing of useful mobile devices, and laptop for them to cope up with the discussion in the class. Likewise, student teachers who are currently doing their online practice teaching

also need support financially to provide their teaching resources.

[Internet access is very important especially in online class."Since," Due to the pandemic my resources of my cooperating teacher is Google meet. We exchange ideas through social media.] - ST9.

As can be seen, Internet access is needed therefore, they must have allocated money for it to pay for the bills or mobile data load. However, it reveals on this table that most of the respondents are prepared when it comes to their financial capability. They can still finance their expenses in online practice teaching despite of some challenges to teach in this kind of set up. In general, the total mean tallied is 2.59 with a standard deviation of 0.69. This infers that, respondents considered themselves as "prepared" with regards of financial capability aspect. There are statements from student-teachers preparedness, implying that financial support is essential for their online instruction.

[Money is really needed not only in face to face but also in online class.] - ST7
[I honestly don't work for it because my parents were the one providing for it.] - ST8.
[In my financial assistance, my parents provide it.] - ST3.
[actually hindi ako nagtatrabaho, tinutulungan lang ako ng husband ko and sya yung sumusuporta sa gadgets na kailangan ko.] -ST2

[Actually, I'm not working, but instead my husband helps me. He's the one who's supporting my expenses and giving me financial support.]-ST2

Thus, the DHVSU Santo Tomas student teachers need a budget to support their financial needs, their studies, and some of them required extra labor. Furthermore, the majority of them can maintain the Internet connection or mobile data load that they require for online practice teaching. As a result, student teachers are able to meet their financial obligations. However, it was stated in another study revealed that higher education institutions (HEIs) have taken numerous steps to provide education in the face of the epidemic. Teachers confront a variety of challenges when teaching online, including a lack of technical resources, family disruption, a lack of training, a lack of clarity and direction, and a lack of technical understanding (Amit Joshi et al, 2020). It was indicated that lack of technical resources is one of the challenges in online teaching. This means that students and professors must be able to provide for their online classes, such as paying Internet costs, loading mobile data, and purchasing necessary equipment.

Table 9. Respondents' Level of Preparedness as regards to Emotional and Social Interaction

Indicators	WM	SD	Verbal Interpretation
1. I can build rapport with my students during an online class.	3.2069	.61987	Prepared
2. I can still teach values integration and personality development to my students through online teaching.	3.3793	.56149	Prepared
3. I can communicate with my cooperating teachers whenever I have concerns about virtual teaching.	3.5517	.50612	Much Prepared
4. I can instruct my students online and let them participate.	3.3448	.66953	Prepared
5. I can boost my self-confidence through online teaching.	3.2759	.75103	Prepared
6. I treat my students and colleagues with respect regardless of platform.	3.6552	.48373	Much Prepared
7. I can give response to students' queries even online and offline.	3.4828	.50855	Prepared
8. I can communicate with my students well.	3.3793	.62185	Prepared
9. Having a positive and healthy relationship with co-workers even online is essential to motivate me working in a virtual set-up.	3.5517	.50612	Much Prepared

10.I can easily interact with my students online.	3.137 9	.7427 8	Prepared
11.I can find time in reaching my co-operating teacher and co-interns.	3.344 8	.6138 8	Prepared
12. I am satisfied with the level of contact I had with my students.	3.241 4	.6355 6	Prepared
13.I receive feedback to help me improve my teaching skills.	3.482 8	.5085 5	Prepared
14.I can communicate socially with my students and colleagues.	3.310 3	.5413 9	Prepared
15. I ask some help to my co-interns whenever I have difficulties in my task.	3.310 3	.6037 6	Prepared
16. I make time to meet virtually with other colleagues to make connections and learn.	3.310 3	.6037 6	Prepared
17. I have positive attitude when collaborating with my supervisors, colleagues and students.	3.517 2	.5085 5	Much Prepared
18. I am open to any recommendation from my supervisors regarding my performance.	3.551 7	.5723 5	Much Prepared
19. I am present every time my supervisors call for a virtual meeting.	3.448 3	.5723 5	Prepared
Total Mean	**3.393 82**	**0.585 85**	**Prepared**

Table 9 illustrates the respondents' level of preparedness in aspects of Emotional and Social Interaction. The mean value distribution ranges from 3.21 to 3.45. The lowest mean is written on item number 10 "I can easily interact with my students online" This clearly shows that in online teaching, student-teachers do not communicate easily with their students and co-teachers. There are respondents indicate that they have a hard time reaching out their students online.

[The most common struggle that students and teachers encountered in communicating in an online class is having internet connection interruption. What else? The students who are joining only the meeting but when you call them they are not answering.] -ST3

[For me, it's really hard because some of the students do not participate in class.] -ST7

This implies that due to lack of student participation, student-teachers have trouble when interacting with their pupils. Based on the portfolios of student-teachers, it really is suggested that every concern encountered get addressed.

[I need to make some solutions in every problem that I encounter, I need to overcome this problem because that's part of our situation now] -ST8

This is supported by Kearsley (2002) claims that the fast expansion of distant education schools should not be used to disguise the truth that online learning is not suitable for all students or teachers. For a variety of reasons, some people may not want to teach or participate in online classes. Students who struggle with self-discipline, for example, may find it difficult to work online. Further to that, students and teachers may appreciate traditional learning methods.

Part of the outcome, item number 5 has the highest mean of 3.28 "I can boost my self-confidence through online teaching." This signifies that through online, respondents can overcome fear or are able to work with courage and develop their self-confidence.

[Online teaching requires a lot more effort and confidence than face to face classes, because you only see your students online, you have to be more energetic, your voice should be more modulated, and should know how to reach out to them just to catch their attention. Confidence is a must in teaching online, because if you don't, it will be difficult for you to teach and ensure students' learning.] -ST8

[In online class I need to improve my self-confidence because I am the leader in the class, all students are committed, believe and follow your speech so I must be an effective leader with great self-confidence for them.] -ST17

The respondents simply want to indicate that they need to improve their self-confidence since they need to catch the students' attention in order for them to focus on the lesson in an online class. They can't be convinced their students are learning something if they don't have confidence in themselves. As according to respondents' perspectives reflected in their portfolios, building self-confidence during practice teaching is needed.

[I am very excited to be in front of my learners and nervous because I need to overcome my shyness and boost my self-confidence.] -ST3

[I should overcome my apprehensions to boost my self-confidence and self-esteem. I'll never let fear hinder me to attain my goals. I am looking forward to teaching and will define myself as a good future educator soon.] -ST3

These views of the respondents were validated by a related study from Ian Sadler 2013 expressing that the importance of self-confidence in teaching cannot be overstated. Building self-confidence is a big help for new instructors to utilize in their teaching as a support for excellent teaching ideas and techniques. As a result, even if the class is held online, students will be more engaged in the class. New teachers should simply be encouraged to build their self-esteem.

In general, a total mean recorded is 3.39 with standard deviation of 0.59. This implies that respondents considered themselves as much prepared in an online teaching set-up. The researchers found material in the portfolios of student-teachers who articulated their own ideas about why they are prepared to teach.

[After four years of studying and learning, I am confident that I am ready. It's also because I was mentored and shaped by one of the most amazing people I've ever met. I will be eternally grateful to them.] -ST8

[I am not completely confident in myself, my teaching skills, abilities, or passion, but I must be 100 percent ready in order to be an excellent teacher in the future.] -ST20

This statement from student-teacher number 8 stated that she is ready to teach because they have been tested throughout their education and teaching training. Consequently, a common thought expressed by student-teacher number 20 is also stated. These insinuations state clearly that student-teachers have been equipped to teach with the help of what they have learned over the years from their well-trained teachers, and also from their supervisors and cooperating teachers who has a big role to continue giving assistance, support and, encourage students to build their self-confidence in their teaching profession. According to a related study from Becker et.al. 2019, they explains that cooperating teachers play an important role in assisting student teachers with class planning, enactment, and reflection throughout their teaching practice. As a matter of fact, teachers and administrators must first be supportive in order for student-teachers to be prepared.

Table 10. *Summary of Preparedness of Student-Teachers on the Four Aspects*

Aspects	Mean	SD	Verbal Interpretation
Technology Inclination	3.329 02	0.627 95	Prepared
Pedagogical Experiences and Practices	2.787 94	0.728 15	Prepared
Financial Capability	2.587 93	0.690 36	Prepared
Emotional and Social Interaction	3.393 82	0.585 85	Prepared
General Mean	**3.024 6775**	**0.658 0775**	**Prepared**

This table 10 reveals the summary of Student-Teachers on the Four Aspects regarding the preparedness of student-teachers in the New Normal set-up. For technology inclination, the total mean is 3.33, with a standard deviation of 0.63 and is interpreted as "prepared". This presents that Student-Teachers are much prepared in utilizing digital tools and equipment that they will employ for online practice teaching founded on the indicators that researchers created.

In the aspect of Pedagogical experiences and Practices, the total mean is 2.79, with a standard deviation of 0.73 and is interpreted as "prepared". It signifies that they have adequate experiences and practices during their almost four years of studying that strengthen their preparedness to teach. In the aspect of Financial Capability, the total mean is 2.59, with a standard deviation of 0.69 and is interpreted as "prepared". It clarifies that most of the students-Teachers are capable of financing their expenses to support their online teaching since it was calculated that most of them are much prepared for this factor. In the aspect of Emotional and Social Interaction, the total mean is 3.39, with a standard deviation of 0.59 and is interpreted as "prepared". It indicates that they are emotionally prepared to teach online and have good interactions with their students, cooperating teachers, co-teachers and other stakeholders that help them to boost their confidence to teach. The general grand mean of these four aspects is 3.02 and the general standard deviation is 0.66 and is interpreted as "prepared. "Thus, in terms of Technology inclination, Pedagogical experiences and Practices and Social Interaction (the four factors of preparedness), Student-Teachers are much prepared to teach in online classes established on indicators and four aspects utilized and measured by the researchers.

As stated by Mohalik et.al. (2020), even if the overall result shows that student-teachers are well equipped, they still face obstacles and challenges that require continuing support by government, parent, institution, and teacher to make online learning more accessible and successful for student-teachers.

Conclusions
Based on the results and findings of the study, the researchers concluded the following:

1. Majority of the Students-Teachers are female and there are few males.
2. Most of the respondent's family income is on the average level that can provide for their financial necessities for online classes and teaching.
3. Most of the Students-Teachers are at the age of 24-25 which is in their adulthood level.
4. Based on the result, most of the students-Teachers are using laptops and desktops which is a useful thing for online classes and teaching.
5. Student-Teachers are "prepared" in terms of utilizing digital tools and equipment that will help to execute their online teaching.
6. Student-Teachers are "prepared" with regards to dealing with their students in an online set-up and have good communication with their co-teachers and cooperating teachers that will assist them to easily interact with them for online teaching.
7. Majority of the respondents are "prepared" for financial capability. Most of the student-teachers are financially capable of funding their expenses to support their online teaching.
8. Student-teachers are emotionally "prepared" to teach online and have open communication with their students, cooperating teachers, co-teachers, and other stakeholders, all of which contribute to their teaching preparedness down to their experiences.

Recommendations

The study revealed the preparedness of the student-teachers in the new normal set-up. Thus, the following recommendations are hereby presented:

1. For productivity and efficiency, student-teachers must have a profound understanding of technology and its subsets, such as computer applications, software, and digital tools. They must be adaptive to any changes, such as educational innovation. The university must offer assistance to procure devices for student-teachers who have access to a smartphone or a laptop to assist them in their practice teaching. Student-teachers must do so while dealing with their own emotions, preferences, and other ambitions. Teachers should maintain open lines of communication with the students-teachers because students need someone to talk to to give them advice especially about school.
2. Based on their pedagogical experiences and practices, student-teachers ought to be able to teach in a way that meets the needs of the learners. To satisfy the needs of learners toward success, student-teachers must be updated to technological tools, software, and applications as well as the Learning Management System (LMS).
3. To fulfill the needs of the teaching and learning process in the new normal, teachers should prepare appropriate plans and strategies. They should handle the situation with a growth mindset, embrace change, and look for new opportunities by stepping outside of their comfort zones.
4. Student-teachers should fund their online teaching to sustain their expenses and avoid troubles in their teaching needs.
5. Parents, supervisors, and cooperating teachers may assist student-teachers in their online teaching so that they will be more prepared for their instructions, interactions, and executions of professional teachers.
6. For future researchers can investigate other aspects of preparation of student-teachers other than the four presented aspects. Future researchers can also explore the challenges and coping mechanisms of student teachers in dealing with online teaching setup. They can also investigate the current trends of student-teachers preparation in remote teaching.

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